

# The evaluation year in review NATOSHIA M ASKELSON, MPH, PHD

NATOSHIA M. ASKELSON, MPH, PHD ELIZABETH H. GOLEMBIEWSKI, MPH

#### Mhat did we dossss

- 1) In-depth interviews with Iowa Nutrition Network School Grant Program Contractors
- 2) Incept interviews for Play Your Way
- 3) Focus groups with 3<sup>rd</sup> graders



#### Interviews with Contractors

#### Purpose:

- Establish what PSE efforts contractors are currently involved in
- Identify PSE efforts that contractors are interested in
  - Identify why they are interested in a PSE effort or why they are not interested in a PSE effort
  - ▶ Identify what stage of readiness they are in to tackle a particular PSE effort
- Describe school/community PSE efforts contractors are aware of
- Identify current and potential partnerships
- Method: Telephone interviews
- ▶ Sample: 11 agencies, 22 people

	School nutrition	Physical activity	School breakfast	Summer feeding	Access to water	School trainings	Chefs Move to Schools	Farm- to- school	Smarter Lunchroom	Recess before lunch	Wellness committee	School gardens	Walking school bus	Joint- use agreem ents	Parent connec tions
A	+	+	+	+	*	*		+		*	+	+	*	+	*
В	+	*	+									+	*	+	+
С	+	*	+	+	*	+	+	+	+	*	+	+	*	+	+
D	+	*		+		+					+	+	*		+
Е	+	*	*	*	*						*			*	*
F	*		*	*								*			
G	+		*			*			+	*		+	+	*	+
Н	*	*	+			*			*	*	*	+	*	*	+
T	*		*		*						*	+		*	+
K	+	*	*	*		*		+	*	*		+	*		+
L	*	*	*	*	*	+				*	*	+	*		+

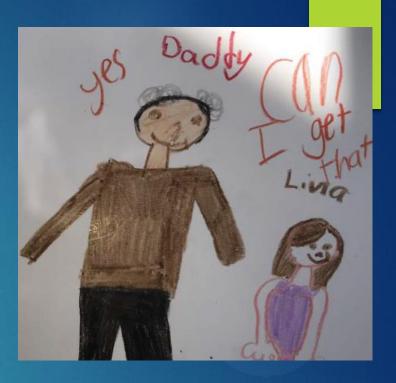
#### Themes

- Involvement in PSE activities
- Interest in PSE activities
- ► Community activity
- Differences between types and location of contractor agency
- ▶ Barriers to involvement
- Individual school responsibilities
- ► Role of Food Corps



# Implications

- There is a lot going on
- ► How to support existing efforts?
- How to guide people in new directions?



# Limitations

- What counts?
  - ▶ What are PSEs?
  - ▶ What is involvement?



## Intercept interviews

#### Purpose:

- Are parents aware of the social marketing messages?
- ▶ Do parents recall seeing/hearing the social marketing messages?
- ▶ Where do parent recall seeing/hearing the messages?
- ▶ What are parents' reactions to the social marketing messages?
- Have they taken any action as a result of seeing/hearing the messages?
- ▶ Method: intercept interviews, unprompted & prompted
- ▶ **Sample:** parents of elementary school children in locations with *Play Your Way* billboards (n = 217 at 9 locations)

In the last two months do you recall seeing any signage related to physical activity in your neighborhood or near your child's school? (n = 217)

31.8% said yes!

If participant answered Yes to "In the last two months do you recall seeing any signage related to physical activity in your neighborhood or near your child's school?" Please tell me anything you remember about what you saw? (Open-ended) (n = 66)

Response	Frequency	Percent
Identifies a different campaign	32	48.5%
Identifies Play Your Way or PABS messaging	16	24.2%
Identifies materials from school	9	13.6%
Observed physical activity	7	10.6%
Unsure of what to answer	2	3.0%

Do you remember seeing a billboard advertisement that looked like this (show posters) in your community over the past few months that uses the phrase Play Your Way. One Hour A Day? (n = 217)

28.6% said yes!

If participant answered Yes to "Do you remember seeing a billboard advertisement that looked like this (show posters) in your community over the past few months

that uses one of the phrase Play Your Way. One Hour A Day? Thinking

# about the ad you saw, what do you think was the main message it was trying to get across? (n = 58)

Response Theme	Frequency*	Percent
Action, change-based messaging	50	86.2%
Indicates recognition but no messaging	9	15.5%
Negative messaging / Does not know	4	6.9%

<sup>\*</sup>Some responses met criteria for multiple themes, and were counted twice

If participant answered Yes to "Do you remember seeing a billboard advertisement that looked like this (show posters) in your community over the past few months that uses the phrase *Play Your Way. One Hour* 

# A Day? Have you taken any action after seeing the message? (n = 55)

Response Type	Frequency*	Percent
Behavior Change	25	45.5%
No Action	27	49.1%
Contemplation	3	5.5%

# What do you think is the main message of this ad? (n = 199)

Response Type	Frequency	Percent
Increase Physical Activity	147	73.9%
Decrease Screen Time	16	8.0%
Connectivity	8	4.0%
Fun, Enjoyment	9	4.5%
Overall Health, Diet	8	4.0%
Other	11	5.5%

# Does this message make you want to change something about your child(ren)'s physical activity? (n = 196)

Response Type	Frequency	Percent
In an and Discort and Andrews	50	00.497
Increase Physical Activity	58	29.6%
No Change	103	52.6%
Decrease Screen Time	12	6.1%
Parent Involvement	7	3.6%
Overall Health, Diet	6	3.1%
Contemplation	5	2.6%
Other	5	2.6%

# Implications & Limitations

- What does recall have to do with behavior?
- What impacts recall?
- Convenience sample
- Who are we missing
- Just perceptions and self-report



### Focus groups

- Purpose: Assess child perceptions of and attitudes towards program, better understand if, when and how children ask for F & V, what children report as parent response
- ▶ Method: focus groups with drawing and role playing activities
- ▶ **Sample:** 3<sup>rd</sup> graders at 3 locations (n = 30)



#### Results

#### ► F & V tasting

I liked the strawberries because they were sweet and they were juicy.

My favoritest one is... that I tried is oranges. And because they are juicy and super good.

R: I didn't like the cauliflower.

I: Okay, why didn't you like the cauliflower?

R: Because it tasted so plain, and it looks...It looks rotten.

R2: Yeah, it looks like

#### Activities

Definitely charades because we got to act out our favorite sport.

R: I didn't really like the part where... I don't really like the stories.

I: Okay. Like you are talking about like the plants and stuff?

R: Yeah.

R2: Yeah. We already know them.

### Bingo cards

R:I brought it home and I crossed everything off... anyway, ummm... and I brought it home every time but a lot of the times I did forget-- I had everything crossed off but then I'd forget to bring it.

I: Okay so what happens when you got the new Bingo card then and you took it home? Did mom or dad ever help you fill it out?

R: Well, no I just did it. They just signed it for me.



I: Okay, so you did take it home. Have you shown it to your mom and dad?

R: No...no. I just tried to cheat and-- so they're all filled in.

#### PABS facilitator

R: I'll be happy.

I: You'll be happy? Why would you be happy when she came in?

R: Because she—we always do activities and we get to try all new kinds of snacks.

# Parent-child communication around F & V Asking

I: You asked for grapefruit. How did you ask for grapefruit? What would you probably have said? R: 'Can I please have some grapefruit?'

I would ask, um, 'Dad can you give some asparagus?' and then I ask him a couple of times the same way. And then I would say, 'Dad, can we please please have some asparagus?

I'll be like 'Dad, can we get this?' He says no and then when we end up passing it again I say 'Dad can we get this?' And I say it in a mean tone. And then he says no we can't, and then I get all mad and I flip out and then he buys it and I say he owes me and when he tries to put me in the cart so I wouldn't touch too many things.

Please. Please. Please. Can we please have some carrots. I'm down on my knees... Please! Please get me the carrots!



Um, I asked my dad if I can have some mangoes and he usually says 'Yeah' because he knows I like it. Um, then here's him saying 'yeah' and here's the mangoes and the—yeah.

R: My other picture is—she feels proud. Proud.

I: Who feels proud?

R: My mom.

I. Your mom feels proud? What is she feeling proud for?

R: Me asking...She's proud...She smiles.



I: Okay. So what if mom says no? What do you do then? Do you ask again? Or do you let it go?

R: I just wait a couple hours or for a few days. And then I ask her again and again and again until she gives me.

I: And so then she'll say yes if you ask a lot?

R: Yes.





R: Well, sometimes, and my mom says, "Well, we'll see." And we come waaayyy back toward the front and then..."maybe."

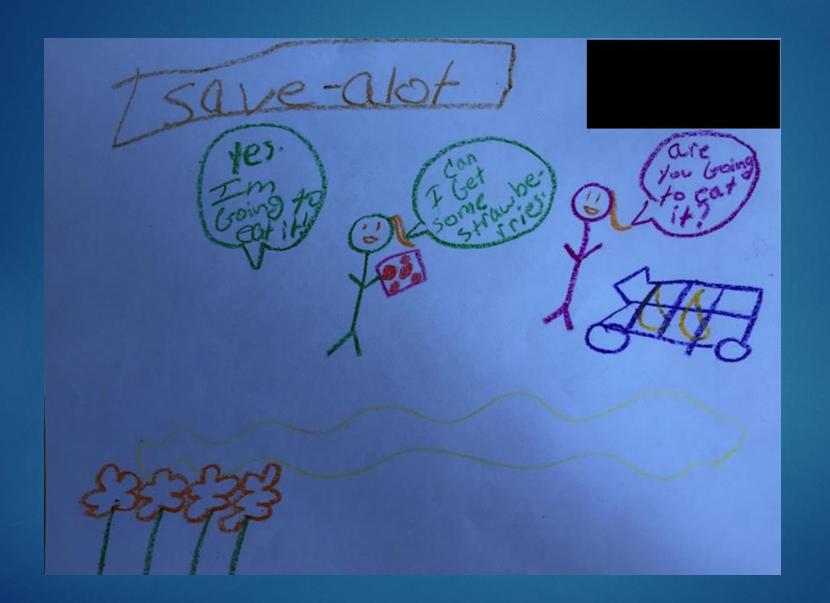
I: Okay! So sometimes you get it when you ask for it.

R: First we'll have to check the price.

I: Yep. Price is really important for grown-ups. That's a good point.

R: And then if she has enough money for it, she said "yes."





# Implications

- ► Kids love the program
- Kids have strong opinions about what they like and don't like
- Kids do ask, but could become more effective askers.

### Limitations

- ► Kids
- Behavior
- Recall

# Overlap with what parents said

- Positive thoughts and feelings about program
- Like that kids want F & V
- Asking perceptions are similar

Questions?????